

Course Unit	Option II - Pedagogy, Currents and Inclusive Educational Models		Field of study	-	
Master in	Special and Inclusive Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
		Code		5073-800-1203-02-23	
Workload (hours)	162	Contact hours	T -	TP -	PL -
			TC 35	S -	E -
			OT 10	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Manuel Luís Pinto Castanheira

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Identify guiding principles of contemporary pedagogical theories of education in the context of special and inclusive education.
2. Analyze education as a science, taking into account its various facets and the principles of general methodology.
3. Analyze the contributions of different inclusive educational models and guidelines.
4. Develop skills in the critical analysis of empirical studies on education and its implications for special and inclusive education.

Prerequisites

Not applicable

Course contents

1. Contemporary pedagogical theories of education; 2. Contemporary pedagogical theories of education; 3. Inclusive education models and guidelines; 4. Pedagogical research in the field of Special and Inclusive Education.

Course contents (extended version)

1. Contemporary pedagogical theories of education
 - Spiritualist theories
 - Psychocognitive theories
 - Technological theories
 - Socio-cognitive theories
 - Social theories
 - Academic theories
2. Education as a science: A theory of education
 - Education as knowledge
 - Education as a necessity and the anthropological question of educability
 - Education as communication
 - Education as a right
 - Education as a profession
3. Inclusive education models and guidelines
 - Montessori model
 - Renewing and liberating model
 - Participatory pedagogy
 - Waldorf Pedagogy
 - Inverted classroom model
 - Flexible curriculum and democratic education
 - Nature education model, forest schools and experiential learning
 - Active learning and project-based methodologies
 - Joint development method and special activities
 - Freirean teaching method.
4. Pedagogical research in the field of Special and Inclusive Education
 - Analysis of results of research
 - Current issues in Special and Inclusive Education

Recommended reading

1. Bertrand, Y. (2001). Teorias Contemporâneas da Educação. Instituto Piaget.
2. Reis Monteiro, A. (2017). Uma teoria da educação. Instituto Piaget.
3. Batista, I. & Salvi, R. (2006). Perspetiva pós-moderna e interdisciplinaridade educativa: pensamento complexo e reconciliação integrativa. Scielo.
4. Pereira, F., Brito, A., Lopes, F. & Saragoça, M. (2023). Educação Inclusiva. Ministério da Educação/Direção Geral de Educação.
5. Correia, L. (2010). Educação Especial e Inclusão. Porto Editora

Teaching and learning methods

Oral exposition, questioning, group discussion; viewing videos and clips related to the content; presentation of problematizing conceptual schemes; analysis and discussion of cases; group work; use of information and communication technologies whenever possible and appropriate; The development of research capacity and collaborative construction of knowledge is valued.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Development Topics - 40% (Research work in group, with presentation and discussion group/class)
 - Intermediate Written Test - 60% (Written test)
2. Assessment examination - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation			
Manuel Luís Pinto Castanheira	Maria do Céu Ribeiro	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
02-02-2024	13-02-2024	13-02-2024	18-02-2024

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